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Computing Curriculum Policy	Issued: February 21
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APPROVAL BY	STANDARDS COMMITTEE

Computing Curriculum Policy

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1. Introduction and aims

This policy sets out Alfred Street Junior School’s aims and strategies for the successful delivery of Computing. It is based on government recommended and statutory programmes of study, and should be read in conjunction with other relevant school policies including the Child Protection and Safeguarding Policy [1], Online Safety Policy [2], Acceptable Use [3], Health and Safety [4] and Inclusion Policy [5]. Due to the fast pace of technology innovation and constantly emerging trends this policy is reviewed, at minimum, at the start of every academic cycle.

ICT is an integral part of the way our school works, and is a critical resource for pupils, staff, governors, volunteers and visitors. It supports teaching and learning, pastoral and administrative functions of the school.

Alfred Street Junior School (ASJS) believes that every child should have the right to a curriculum that supports them to achieve to the very best of their abilities. We understand the immense value technology plays, not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. We believe that technology can provide: enhanced collaborative learning opportunities; better engagement

of pupils; easier access to rich content; support the conceptual understanding of new concepts and the individual needs of ASJS pupils.

For the purposes of this policy, reference to 'parents' includes all adults who have a caring responsibility for a child or children in the school. This may include parents, step-parents, grandparents and other relatives, foster carers and adoptive parents as well as other adults who have a legal responsibility for a child.

We aim to:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils
- Enthuse and equip children with the capability to use technology throughout their lives
- Give children access to a variety of high quality hardware, software and unplugged resources
- Instil critical thinking, reflective learning and a 'can do' attitude for all ASJS pupils, particularly when engaging with technology and its associated resources
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others
- Use technology imaginatively and creatively to inspire and engage all ASJS pupils, as well as using it to be more efficient in the tasks associated with running an effective school
- Provide technology solutions for forging better home and school links
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety)

2. Online Safety

Online safety has a high profile at ASJS for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Year 3 to the end of Year 6
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils
- Scheduled pupil voice sessions and learning walks which steer changes and inform training needs
- Clear home/school links that ensure parents are kept up to date with relevant online safety matters, policies and agreements, and that they know who to contact at school if they have concerns
- Agreed Acceptable Use Policies [3] which are freely available to pupils, their parents and all staff. Individuals from these groups are required to read and sign up to these policies at the beginning of every academic year.
- Clear information in the Online Safety Policy [2] which defines how online safety is monitored and any incidents/infringements are dealt with.

- Filtering and monitoring systems for all school online access
- Data policies which stipulate how confidential information is kept secure

3. Curriculum

ASJS uses Purple Mash Computing Scheme of Work from Year 3 to Year 6. The scheme of work supports all teachers to deliver engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. The school leaders are confident that the scheme of work exceeds the national vision for Computing. It provides flexibility, strong cross-curricular links and integrates effectively with the 2Simple Computing Assessment Tool and supporting materials for teachers with less experience in delivering the Computing Curriculum. The Purple Mash Whole School Plan is available here:

<https://2simple.com/free-stuff/computing-scheme/>

3.1. Key Stage 2 Outcomes

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration

3.2. Cross-curricular Links

Information Communication Technology has many cross curricular opportunities which teachers are encouraged to make utilise. Computing must be presented in practical contexts which will be relevant to the children’s experiences and provide “hands on” practice. Computing will be used to support and extend learning throughout the creative curriculum, and to present and showcase work across the curriculum.

4. Assessment

Pupil attainment is assessed using the “2Simple Computing Assessment Tool for Years 3 to 6” [6]. The tool enables staff to accurately identify attainment of pupils through both summative and formative assessment, and it provides appropriate devices for teachers to record outcomes from these assessments. The data collected is used to inform teacher planning, and for monitoring of whole school progress and attainment in Computing.

5. Resources

- A range of resources are available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential
- Resources are kept in the ICT suite and include cameras, headphones, keyboards, floor turtles for control and also folders containing pupil logins. iPads are kept in two lockable storage/charging cabinets which are located in the Y3 and Y5 intervention rooms. Children do not have access to the resources unless supervised by an adult.
- Resources are suitably maintained and replenished when needed, which is overseen by the IT Technician (Intermit)
- An itemised list of all resources is shared with staff and kept up to date by the IT Technician (Intermit) and School Business Manager

6. Inclusion

At ASJS we believe all children should be supported to achieve their full potential, whatever their ability, social or cultural background and regardless of their prior attainment or experience or individual needs.

Staff understand that technology brings a greater level of flexibility allowing all pupils to access learning opportunities, and can be particularly effective in supporting the learning needs of pupils with Special Educational Needs and Disabilities (SEND). In order to support these needs, additional access to technology is provided to individual pupils, as part of their learning plan.

7. Monitoring

Monitoring the standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers keep an online portfolio or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group. Details of monitoring and evaluation schedules can be found in the Computing Action Plan and School Monitoring Schedule.

Monitoring will be achieved through:

- Work scrutiny
- Learning Walks
- Pupil Voice

8. Staff Development

At ASJS it is vital that all teachers are confident and competent in the use of computing. This is achieved through:

- Scheduled pupil voice sessions and learning walks which steer changes and inform training needs
- Identification of the individual development needs of staff members, and providing support and training to meet these needs

- Ensuring that training for staff and governors is relevant to need and will have a positive impact on pupil achievement and attainment

9. Health and Safety

Senior Leaders are committed to ensuring that all necessary measures are in place so that all staff and pupils are aware of the importance of behaving safely when using technology. All staff and pupils are trained to handle electrical equipment safely, and pupils are reminded regularly about the dangers of using electricity at school and at home.

Staff are aware of the need to risk assess before every lesson, and to remind pupils of any risks involved in an activity. In computing all users need to be made aware that to reduce risks of injury we need to:

- Use of correct seating, at the correct height when accessing computers (including iPads)
- Ensure that there is adequate ventilation
- Ensure monitors are placed at the right height and angle of view (placing them back before leaving the equipment)
- Ensure cabling is made secure and kept out of sight wherever possible

10. References

- [1] Alfred Street Junior School, "Child Protection and Safeguarding Policy".
- [2] Alfred Street Junior School, "Online Safety Policy".
- [3] Alfred Street Junior School, "ICT Acceptable Use Policy".
- [4] Alfred Street Junior School, "Health and Safety Policy".
- [5] Alfred Street Junior School, "Inclusion Policy including SEND".
- [6] 2simple, "Computing Assessment Tool," [Online]. Available: <https://new.2simple.com/free-stuff/assessment-tool/>. [Accessed 20 January 2021].
- [7] Alfred Street Junior School, "Child Protection and Safeguarding Policy".
- [8] Alfred Street Junior School, "ICT Acceptable Use Policy".

11. Safeguarding

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [7].

Online safety lessons are conducted regularly within the school to help to ensure that children stay safe online – see Online Safety Policy [2] and ICT Acceptable Use Policy [8]

All concerns must be reported to our Designated Safeguarding leads:
Mrs K O'Connor, Mr C Butler, Mrs S Smith, Mrs W Watts, Mrs A Love

